

## WAGENER-SALLEY HIGH

272 Main Street, South  
Wagener, SC 29164

**GRADES** 9-12 High School

**ENROLLMENT** 359 Students

**PRINCIPAL** Dr. Tim Yarborough 803-564-1100

**SUPERINTENDENT** Dr. Linda B. Eldridge 803-641-2428

**BOARD CHAIR** Dr. John B. Bradley 803-641-2431

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	6	2	4	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Excellent	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Good	No
<b>2004</b>	Excellent	Excellent	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	69.6	N/A	N/A	71.1	N/A	N/A
<b>Passed 1 subtest</b>	14.1	N/A	N/A	14.9	N/A	N/A
<b>Passed no subtests</b>	16.3	N/A	N/A	14.7	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	95.9%	94.7%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	14.3	7.7
<b>Seniors who met the SAT/ACT requirement</b>	14.3	8.1
<b>Seniors who met the grade point average</b>	64.3	41.8

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	50	137
<b>Number of Diplomas</b>	42	100
<b>Rate</b>	84.0%	74.9%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	49	95.9	42	14.3	50	84.0	YES
Gender							
Male	25	96.0	18	11.1	24	75.0	N/A
Female	24	95.8	24	16.7	26	92.3	N/A
Racial/Ethnic Group							
White	31	100.0	26	23.1	29	89.7	N/A
African-American	18	88.9	16	0.0	21	76.2	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	44	95.5	40	15.0	47	89.4	N/A
Disabilities other than speech	5	100.0	2	I/S	3	I/S	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	48	95.8	42	14.3	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	49	95.9	42	14.3	50	84.0	N/A
Socio-Economic Status							
Subsidized meals	20	90.0	18	11.1	24	66.7	N/A
Full-pay meals	29	100.0	24	16.7	26	100.0	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	94	97.9	22.0	25.3	33.0	19.8	59.3	YES	YES
<b>Gender</b>									
Male	34	94.1	29.0	29.0	19.4	22.6	48.4	N/A	N/A
Female	60	100.0	18.3	23.3	40.0	18.3	65.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	36	97.2	14.3	20.0	28.6	37.1	74.3	I/S	I/S
African-American	56	98.2	27.8	29.6	37.0	5.6	48.1	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	82	97.6	15.2	25.3	36.7	22.8	67.1	N/A	N/A
Disabled	12	100.0	66.7	25.0	8.3	N/A	8.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	94	97.9	22.0	25.3	33.0	19.8	59.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	94	97.9	22.0	25.3	33.0	19.8	59.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	60	98.3	28.8	30.5	28.8	11.9	45.8	YES	YES
Full-pay meals	33	97.0	9.4	15.6	40.6	34.4	84.4	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	94	97.9	23.1	35.2	28.6	13.2	54.9	YES	YES
<b>Gender</b>									
Male	34	94.1	19.4	38.7	19.4	22.6	54.8	N/A	N/A
Female	60	100.0	25.0	33.3	33.3	8.3	55.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	36	97.2	17.1	22.9	28.6	31.4	74.3	I/S	I/S
African-American	56	98.2	27.8	44.4	25.9	1.9	40.7	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	82	97.6	16.5	35.4	32.9	15.2	60.8	N/A	N/A
Disabled	12	100.0	66.7	33.3	N/A	N/A	16.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	94	97.9	23.1	35.2	28.6	13.2	54.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	94	97.9	23.1	35.2	28.6	13.2	54.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	60	98.3	28.8	35.6	28.8	6.8	45.8	YES	YES
Full-pay meals	33	97.0	12.5	34.4	28.1	25.0	71.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 359)

Retention rate	9.1%	Up from 8.5%	9.4%	9.1%
Attendance rate	94.6%	Up from 94.1%	95.9%	96.0%
Eligible for gifted and talented	15.5%	Up from 11.5%	5.6%	5.8%
With disabilities other than speech	12.5%	Up from 9.9%	13.8%	12.7%
Older than usual for grade	9.7%	Up from 9.6%	12.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Down from 2.8%	1.1%	1.6%
Enrolled in AP/IB programs	9.6%	Down from 11.2%	8.6%	10.2%
Successful on AP/IB exams	N/AV		43.9%	53.8%
Annual dropout rate	0.9%	Down from 2.8%	2.7%	2.7%
Career/technology students in co-curricular organizations	21.7%	Down from 23.4%	5.9%	3.6%
Enrollment in career/technology center courses	302	Up from 255	364	466
Students participating in worked-based experiences	25.1%	Up from 19.4%	21.1%	25.7%
Career/technology students mastering core competencies	71.5%	Up from 69.0%	74.3%	77.7%
Career/technology completers placed	100.0%	Up from 95.8%	98.2%	99.3%

Teachers (n= 28)

Teachers with advanced degrees	28.6%	Down from 32.1%	47.3%	52.0%
Continuing contract teachers	82.1%	Up from 78.6%	81.5%	82.1%
Highly qualified teachers**	88.9%	N/A	90.0%	89.5%
Teachers with emergency or provisional certificates	12.0%		9.5%	8.6%
Teachers returning from previous year	86.8%	Up from 80.2%	84.2%	86.2%
Teacher attendance rate	96.0%	Down from 96.7%	95.4%	95.3%
Average teacher salary	\$39,674	Up 1.0%	\$39,674	\$41,060
Prof. development days/teacher	9.4 days	Up from 7.7 days	10.8 days	10.6 days

School

Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	22.9 to 1	Down from 25.0 to 1	23.8 to 1	26.4 to 1
Prime instructional time	89.5%	Down from 89.7%	89.5%	90.0%
Dollars spent per pupil*	\$7,513	Up 10.6%	\$6,729	\$6,310
Percent of expenditures for teacher salaries*	59.5%	Down from 60.9%	58.3%	57.9%
Opportunities in the arts	Poor	Down from Good	Excellent	Excellent
Parents attending conferences	57.4%	Down from 86.4%	88.9%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2003-2004 school year at Wagener-Salley High School, we made improvements in the academic program we provided to our students.

For the second time in three years, our school was named to receive the prestigious Palmetto Gold and Silver Award. Our SAT scores rose again, due in large part to the efforts of our students and teachers in using effective SAT preparation programs during the school day and after hours. We expanded our HSAP Preparation Program to include a school-wide writing initiative. Remediation classes and after-school tutoring opportunities were made available to students requiring extra assistance in preparing for the HSAP.

We once again expanded our basic course offerings through the use of Distance Education classes in our VTel lab. Reading, writing, and speaking skills were stressed at the ninth-grade level with the use of a fourth language arts teacher to reduce class size and provide more individualized instruction.

Our school's extracurricular program expanded to include club meeting periods, thus encouraging more students to become involved in various groups and activities. Athletic teams, our marching band, and the FFA were a few of the groups that were successful at the region and state level.

Our facility was expanded through the addition of a large section of the adjacent former elementary school. This addition will allow all teachers to be housed in permanent classrooms in the 2004-2005 school year.

The School Improvement Council proved again to be a valuable group by assisting our school with the Southern Association of Colleges and Schools Self-Study. This dedicated group also provided critical input for the school's Title I and Act 135 Plans. Regular communication between the school and the community it serves was established by opening the school to parents and the public during Open House, Report Card Night, Eighth Grade Orientation, and with a monthly newsletter.

Dr. Tim Yarborough, Principal

Mrs. Carol Millwood, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	38	15
Percent satisfied with learning environment	86.7%	65.8%	53.8%
Percent satisfied with social and physical environment	96.7%	81.1%	35.7%
Percent satisfied with home-school relations	43.3%	81.1%	35.7%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.